

Inspection of Wickham Pre School

Wickham C Of E Controlled Primary School, Buddens Road, Wickham, Fareham
PO17 5HU

Inspection date: 15 September 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children happily arrive at this calm and inclusive pre-school. Older children confidently find their own photo. They attach it to the peg of their choice and hang up their personal belongings. Staff guide younger children to follow this routine. Staff work hard to support new children to settle in. They sensitively give plenty of cuddles to reassure them. Children start their day with a calm 'welcome time'. They use sign language as they say 'hello friends' and sign some letters of the alphabet. Children engage in their chosen activities and focus for long periods of time. For example, children sit alongside staff and wash dolls in the water. They giggle as they squeeze the sponges to make bubbles.

Overall, children behave well. Older children talk with confidence. They tell their friends they must use their 'walking feet' and 'kind hands'. Staff take time to explain to younger children the behaviour expectations. For example, they help to solve conflicts and use positive methods. This supports children to understand acceptable behaviours. Staff teach children to develop respect for different people in the community. For example, children attend the local lunch club and enjoy singing songs with older members of the community.

What does the early years setting do well and what does it need to do better?

- The dedicated managers plan an ambitious curriculum. This is based around the areas of learning and children's interests. They include a set of carefully chosen 'aspirations'. Staff build on children's skills and knowledge in preparation for future learning. Promoting independence is a strength of the curriculum. Staff teach children to manage their own self-care and complete tasks for themselves. For example, children tidy up after themselves and pour their own drinks at mealtimes.
- Children have lots of fun, and they show positive attitudes to learning. Staff support children to have a can-do attitude. For example, they encourage children to keep on trying when they encounter difficulties. Staff use praise and encouragement consistently. Children delight in their achievements when they reach their goals. This helps children to become resilient and confident learners.
- Children develop good physical skills. In the garden, children develop their large muscles. They use climbing equipment, and they skilfully balance across the beams. Children take part in physical education sessions and practise for sports day events. Staff plan opportunities for children to develop their small muscles in their hands. For instance, they push paint pumps as they create colourful finger paintings. This helps to support their early writing skills.
- Support for children with special educational needs and/or disabilities is extremely strong. The special educational needs coordinator (SENCo) is passionate about her role. She has extensive knowledge of children's complex

needs and how best to support them. The SENCo works closely with parents and other professionals to devise targeted plans. This supports children in achieving the best possible outcomes.

- Parents speak highly about the pre-school and the staff. Staff work in partnership with parents to get to know children well. Parents appreciate regular updates in their children's learning and development. They comment that their children are exceptionally well supported. This gives parents the confidence to work with staff to support their children.
- Staff interact with children well. They use every opportunity to extend language and engage in meaningful conversations. Staff use sign language to aid communication during the day and group times. Children have built a large repertoire of sign language. They delight as they sing and sign to songs. Staff provide children with small-group times to focus on their social communication skills. However, some group times are not organised as effectively as possible. For example, occasionally, children become distracted by the noise of other children engaged in different activities. This means that they are not fully engaged in their learning experiences.
- Managers support staff extremely well. They carry out regular supervisions and training. Staff have the opportunity to discuss professional development. Managers empower staff to take ownership of different areas of the curriculum. This supports staff to evaluate the learning environment and to make continual improvements.

Safeguarding

The arrangements for safeguarding are effective.

Designated safeguarding leads have a good awareness of their roles and responsibilities to keep children safe. This includes making sure that all staff have a robust knowledge of safeguarding. For example, staff attend training to refresh their understanding. Staff recognise possible signs of abuse and know the procedures they must follow if they have concerns about children in their care. They know how to report concerns, including if an allegation is made against a staff member. Effective recruitment and induction procedures are in place to ensure that staff working with children are suitable. Managers review staff's ongoing suitability on a regular basis.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- review and improve the organisation of some group activities to reduce distractions so that children can concentrate and their learning is maximised.

Setting details

Unique reference number	2668387
Local authority	Hampshire
Inspection number	10299307
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	40
Name of registered person	Wickham Church of England Primary School Governing Body
Registered person unique reference number	2668388
Telephone number	01329 833065
Date of previous inspection	Not applicable

Information about this early years setting

Wickham Pre School registered in 2021. The pre-school is located in Fareham, Hampshire. The pre-school employs six members of childcare staff. The manager holds a full and relevant level 6 qualification. All other staff hold a level 3 qualification. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelli Wiseman

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- Managers joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want the children to learn.
- Relevant documentation was reviewed of the suitability of staff working in the setting.
- The inspector spoke to staff and children during the inspection.
- The manager carried out a joint observation of an activity with the inspector.
- The inspector spoke to several parents during the inspection and took account of their views.
- Managers shared their vision and ethos with the inspector.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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